



The importance of monitoring the quality of education in ensuring the quality of education

An international perspective

Marco Kools

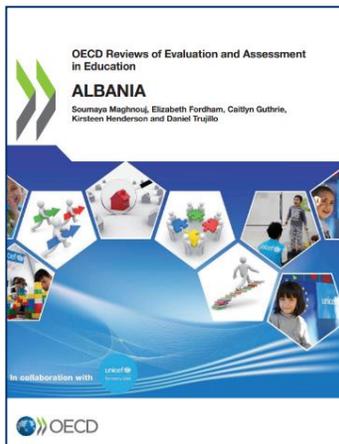
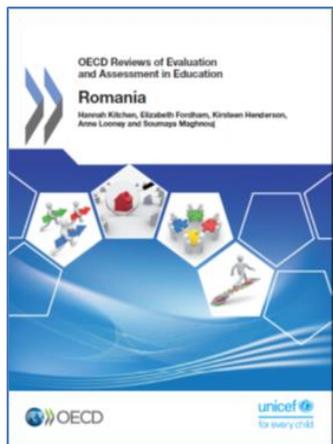
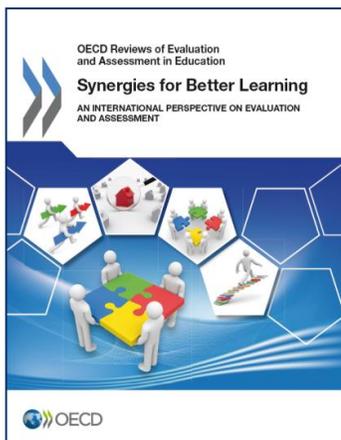
OECD Directorate for Education and Skills

18 August 2022, Riga, Latvia

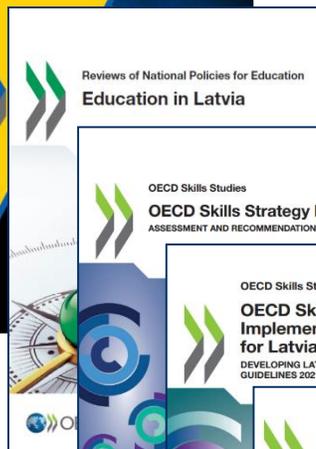
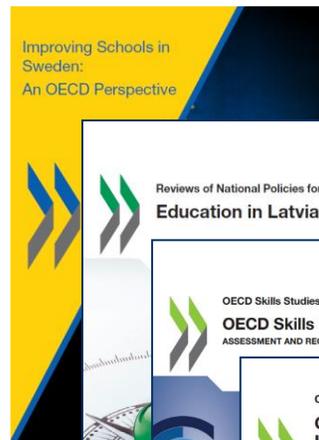


OECD's work on education quality monitoring

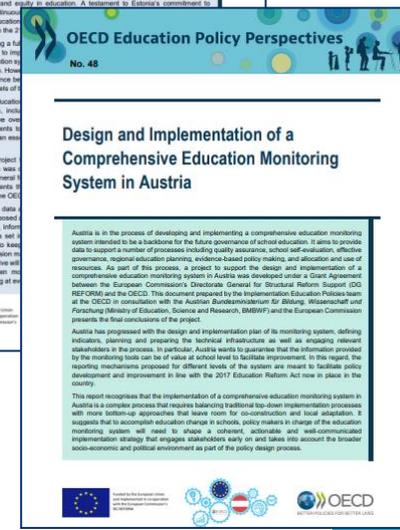
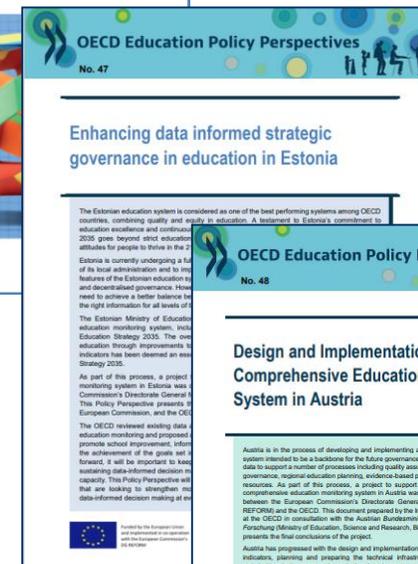
Evaluation & Assessment Reviews



Education Policy Reviews & Skills Strategy



Implementation Support



Design and Implementation of a Comprehensive Education Monitoring System in Austria

Austria is in the process of developing and implementing a comprehensive education monitoring system intended to be a backbone for the future governance of school education. It aims to provide data to support a number of processes including quality assurance, school self-evaluation, effective governance, regional education planning, evidence-based policy making, and allocation and use of resources. As part of this process, a project to support the design and implementation of a comprehensive education monitoring system in Austria was developed under a Grant Agreement between the European Commission's Directorate General for Structural Reform Support (DG REFORM) and the OECD. This document prepared by the Implementation Education Policies team at the OECD in consultation with the Austrian Bundesministerium für Bildung, Wissenschaft und Forschung (Ministry of Education, Science and Research, BMBWF) and the European Commission presents the final conclusions of the project.





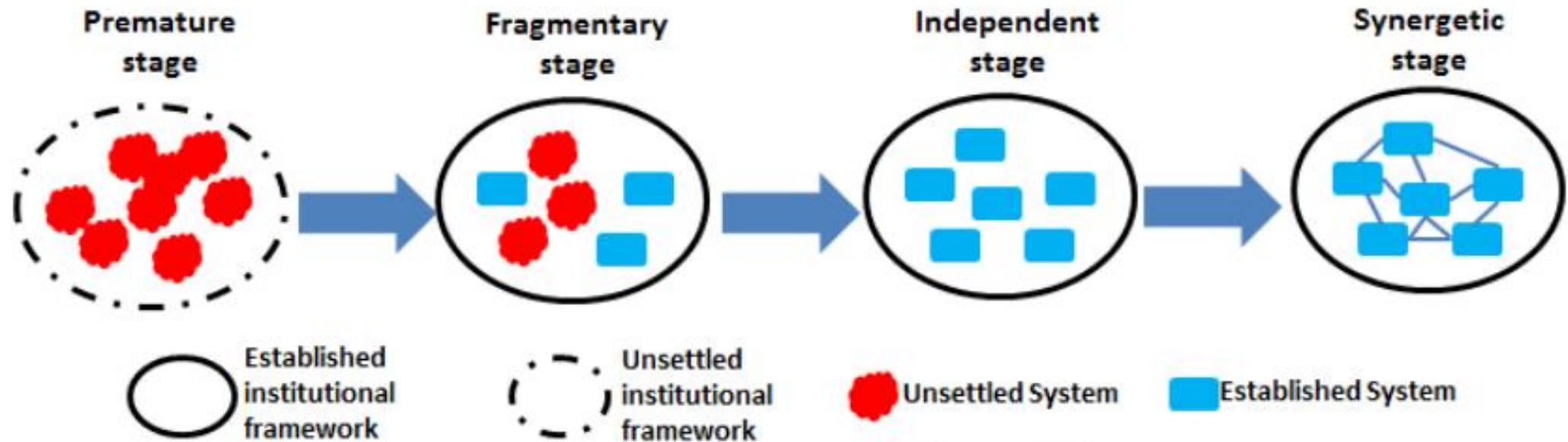
Developing an education quality monitoring system

- Some countries do/did not have an **overall framework** for education system monitoring and evaluation
- In many countries, education quality monitoring was/is not part of a **coherent legal framework**. Rather a suite of different elements in the legal framework has gradually been built up and has strengthened the role of different types of assessments and evaluations.
- Many countries lack(ed) an **overall strategic approach** with weak links to strategic and operational planning

→ An area for improvement in several OECD countries in recent years



Moving towards a quality education monitoring system



Source: UNESCO (2016), Designing effective monitoring and evaluation of education systems for 2030: A global synthesis of policies and practices



Developing an education quality monitoring system

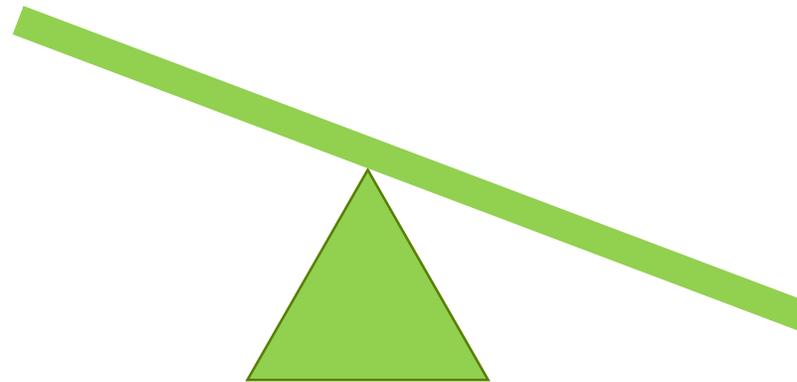
- Development of an **integrated monitoring and evaluation framework/system**
 - focus on key educational goals and student learning (i.e. 21st century curricula)
 - Articulation of **processes and responsibilities**
 - Different components of the framework
 - Different levels of the system -> multi-level governance
- **(re)Balancing accountability and improvement functions -> emphasis on improvement**
 - Monitoring & evaluation
 - strategic planning & organizational learning





Why do we evaluate?

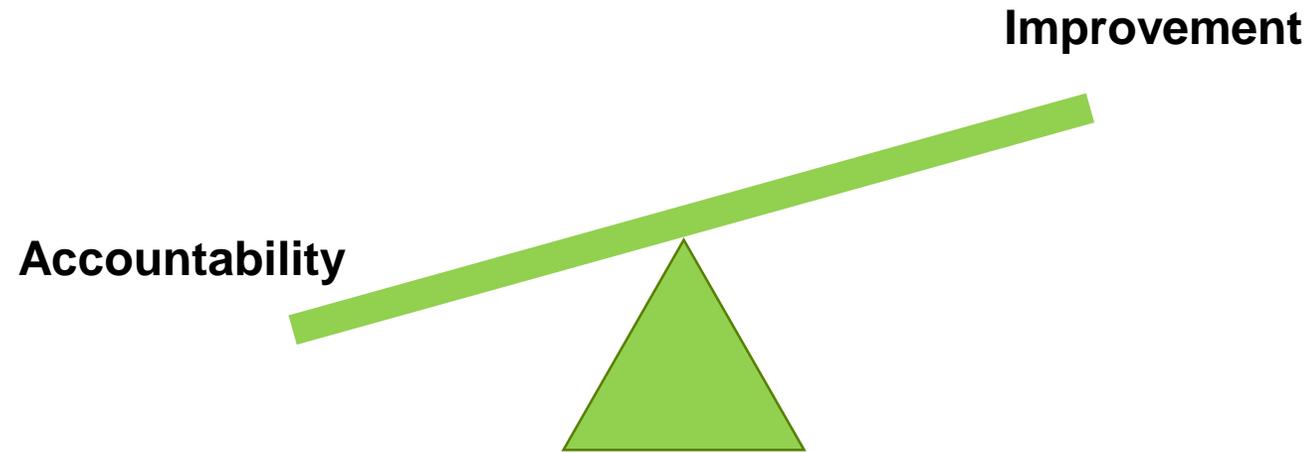
Accountability



Improvement



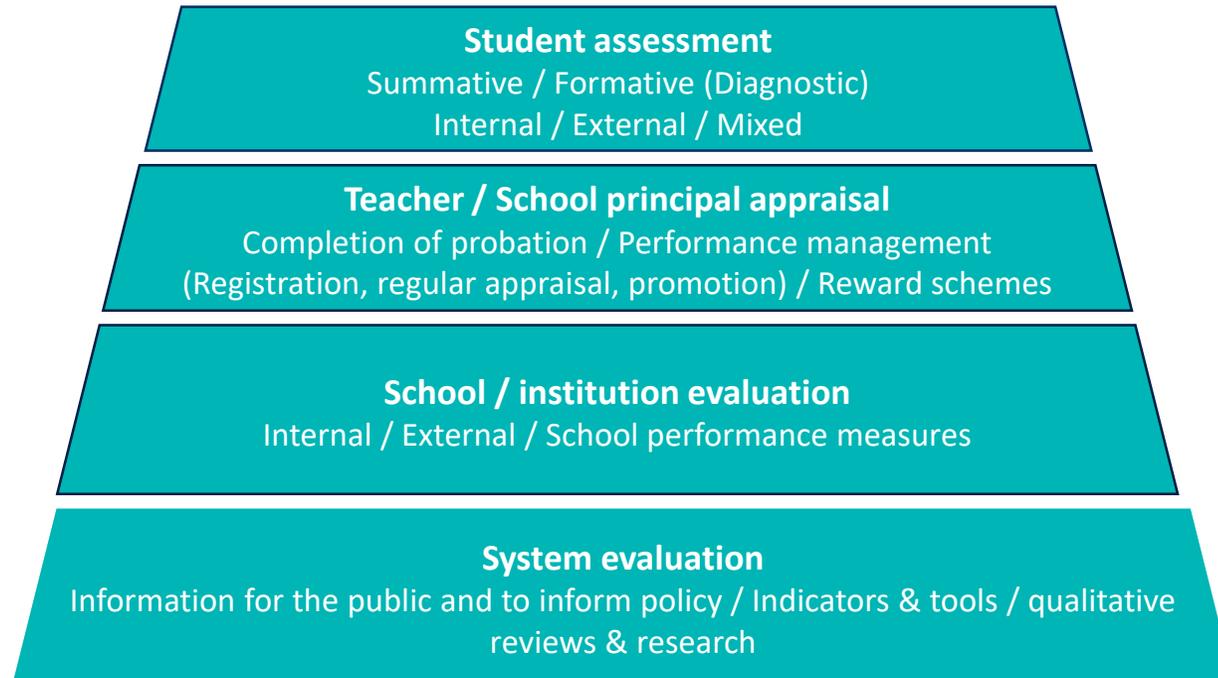
Why do we evaluate?





Developing an education quality monitoring system – for improvement

Key components of evaluation & assessment



Key questions

Why do we evaluate?

Purpose and use of results

What and **how** do we evaluate?

Scope (inputs, process & outcomes)
and procedures

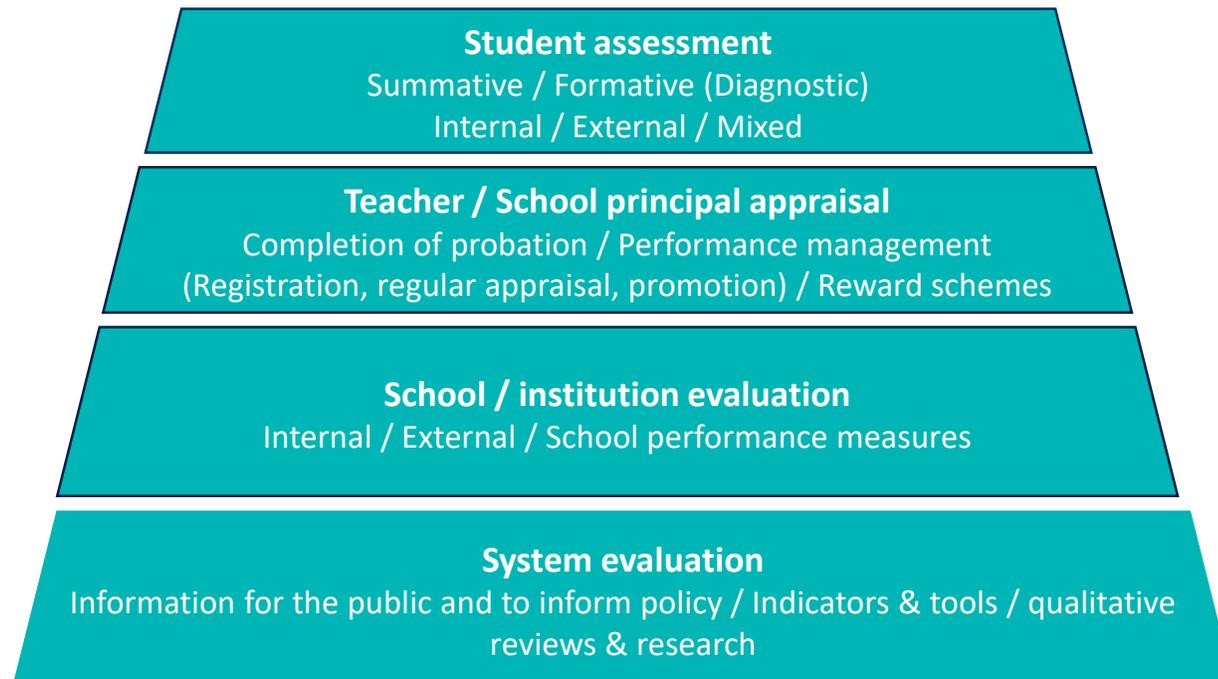
Who is involved?

Governance and capacity



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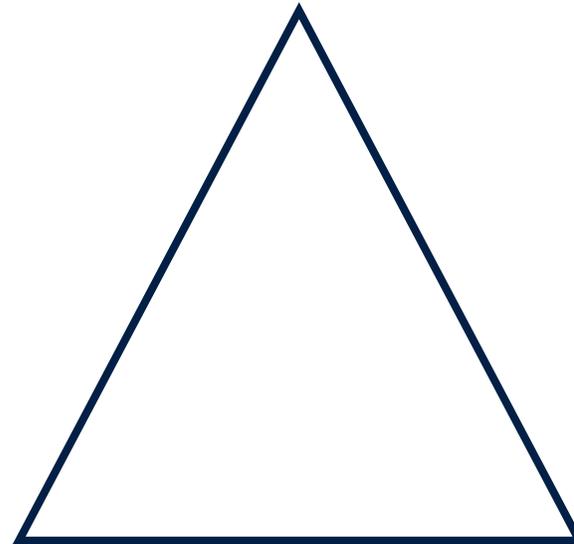
Governance and capacity



Developing an education quality monitoring system – for improvement

Defining Quality

What is quality?



Improving Quality

Evidence-informed actions
How & who is responsible?
– process & responsibilities

Measuring Quality

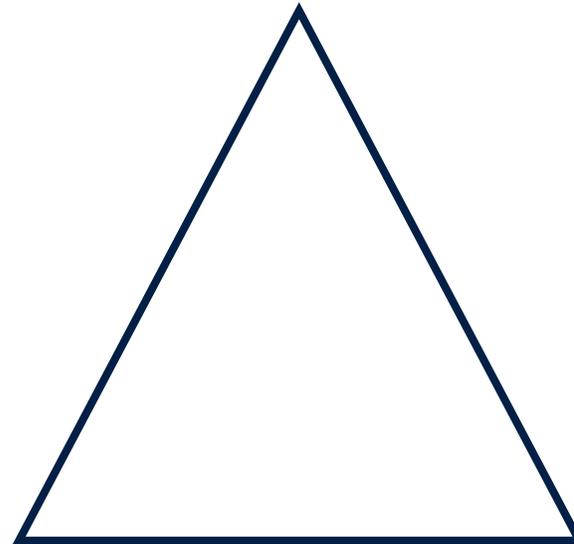
How do we measure? - process
Who is responsible? - responsibilities



Developing an education quality monitoring system – for improvement

Defining Quality

What is quality?



Improving Quality

Evidence-informed actions
How & who is responsible?
– process & responsibilities

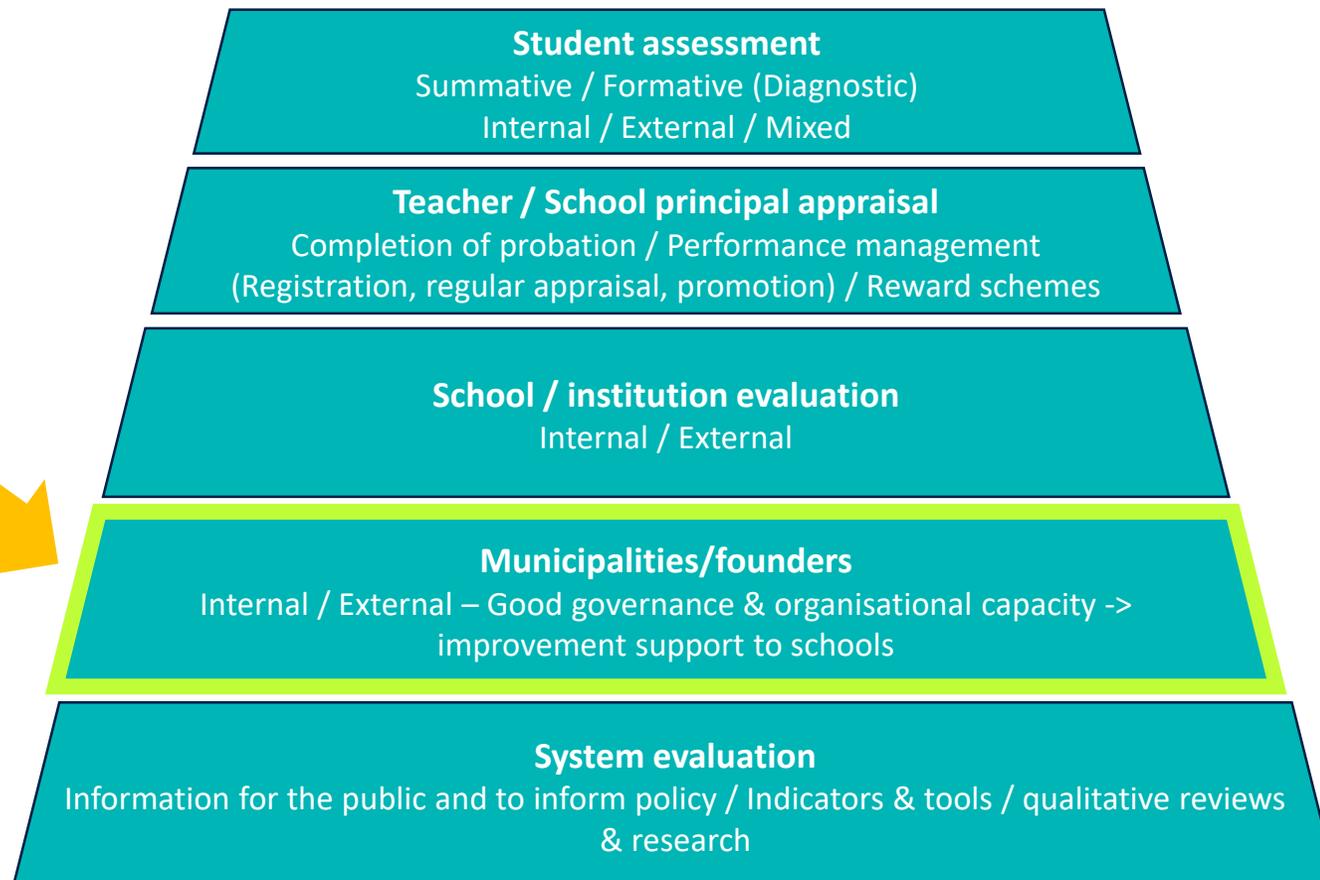
Measuring Quality

How do we measure? - process
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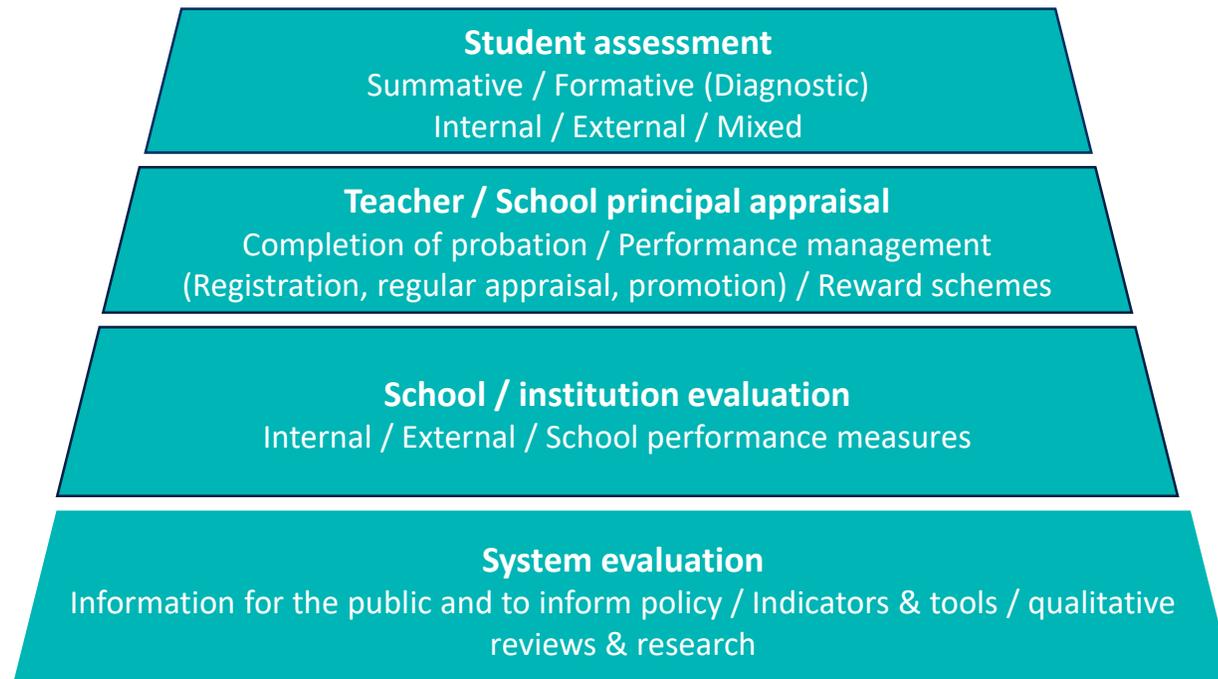
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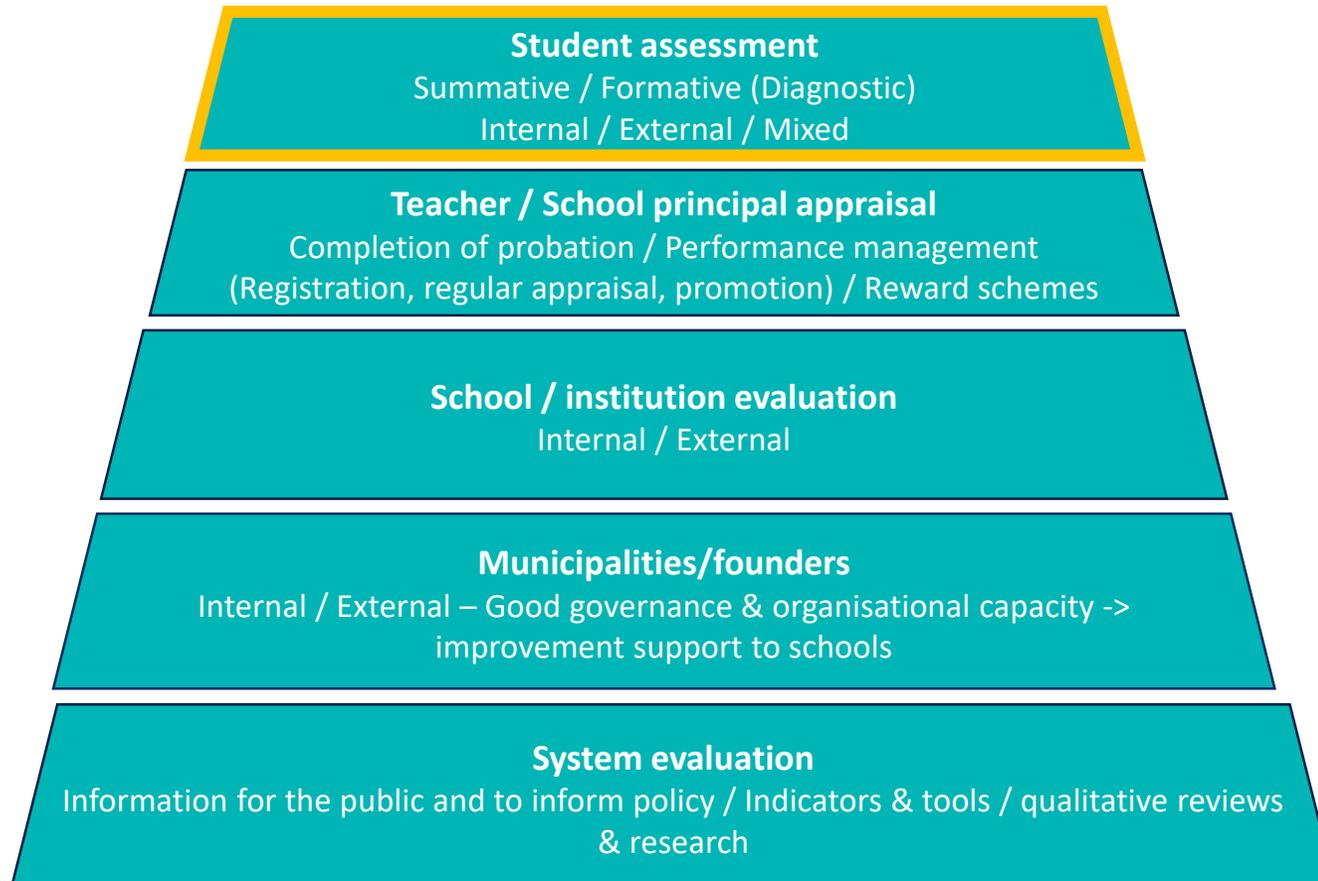
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Student assessment

- Research evidence on the benefits of using student assessment results to inform teaching and learning has increased policy attention to formative assessment
- Majority of systems have central policy frameworks for formative assessment in place
- Resolving tensions between summative and formative assessments
- Summative assessment and reporting remain important at key stages of schooling in all countries
 - Online testing and/or adaptive tests
- A move towards 21st century curricula and efforts to better align assessments



Source: OECD Education
2030 project



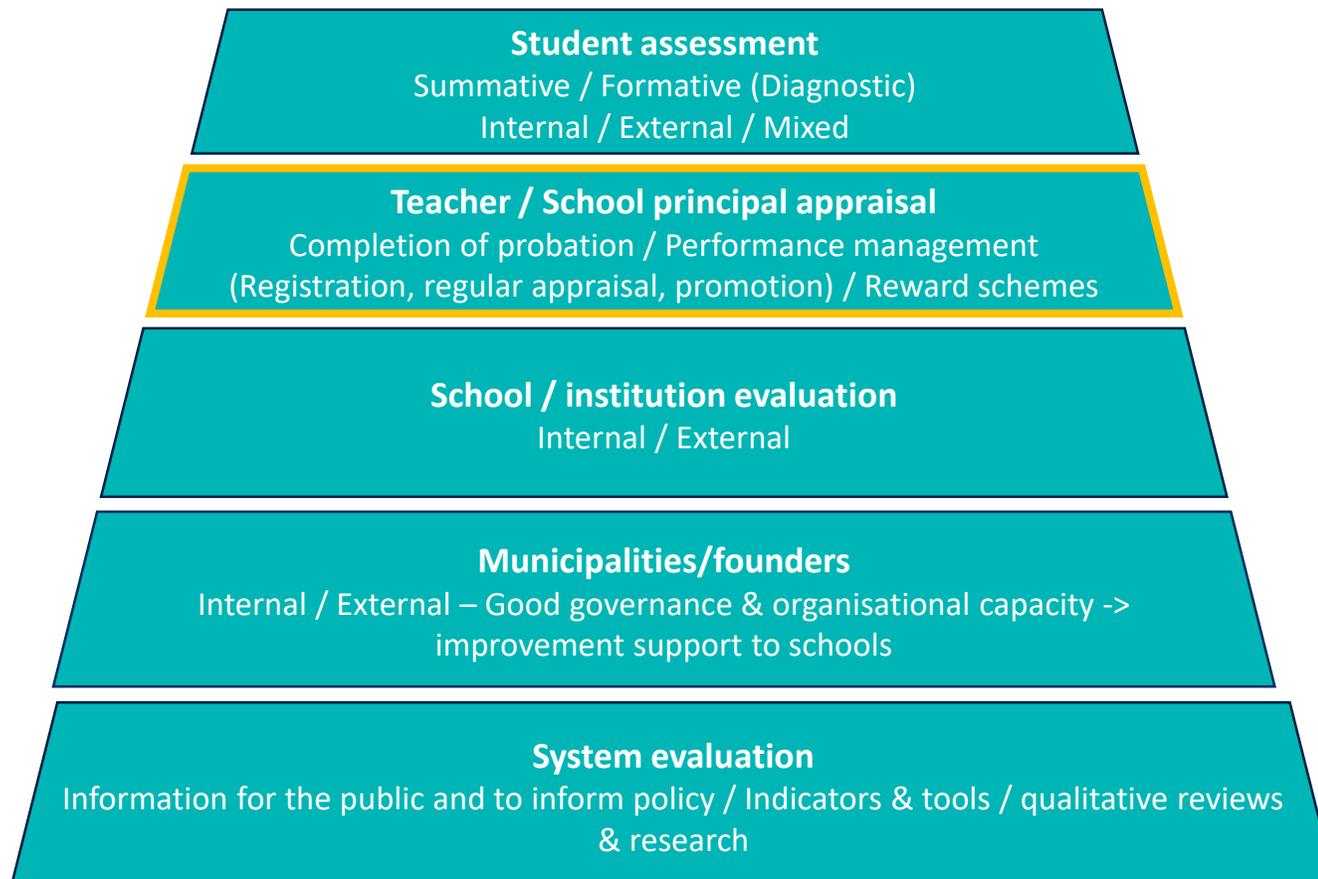
Student assessment

- 21st century curricula and assessments provide further impetus for continuous professional development
 - Pedagogical skills: differentiated teaching, inquiry-based methods, etc.
 - Power of ICTs for sharing of knowledge and skills, and teaching and assessment resources i.e. effective/good practices & “what works” -> [online Resource Hubs](#) (e.g. Netherlands, Wales, New South Wales)
 - Increasing policy attention for getting an insight into “pedagogical knowledge” and actual “pedagogical practice”



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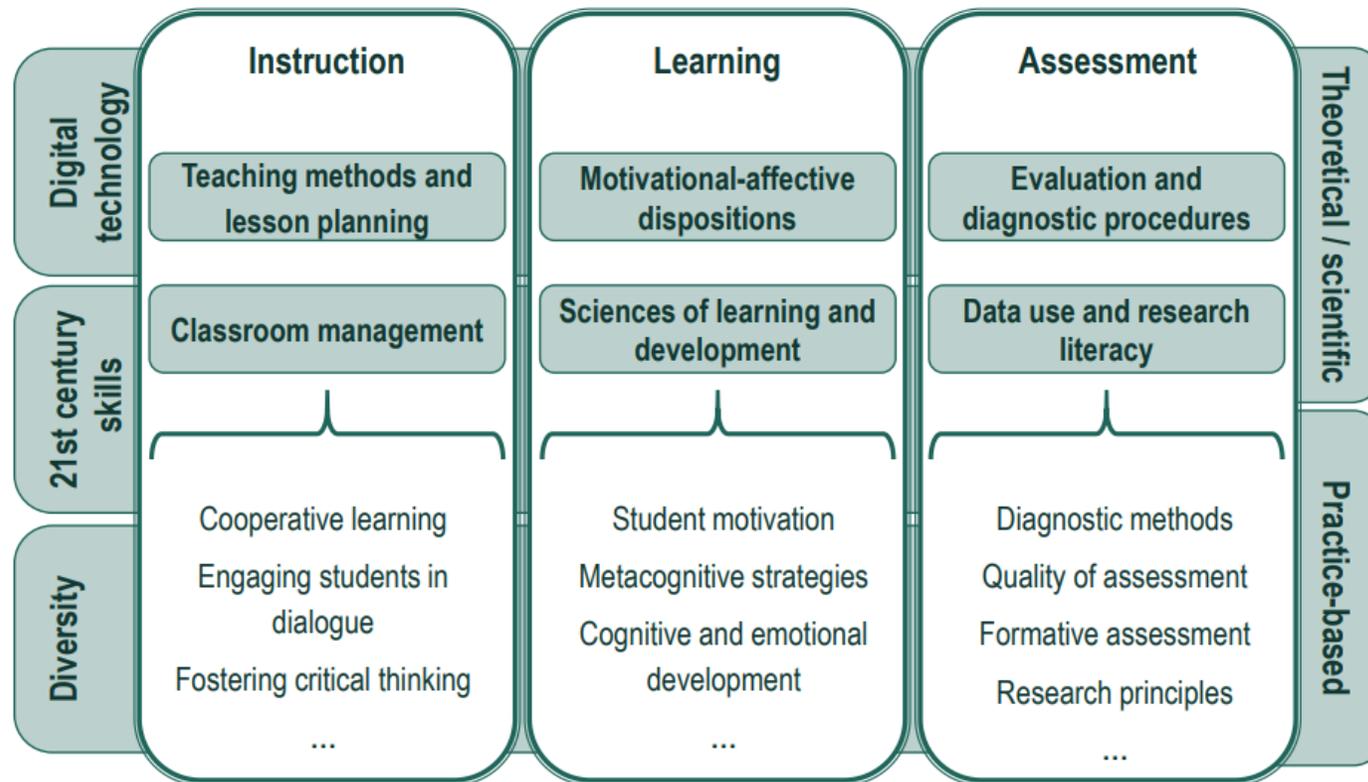
Teacher appraisal

- Research evidence shows that effective appraisals can contribute to professional development and improvement of teaching quality
- Many systems have developed professional standards to guide appraisal's and professional development
 - Alignment with (i) school curricula and (ii) **teacher education and continuous professional development programmes** (e.g. Wales)
- Need for caution in developing teacher and principal appraisal systems -> focus on supporting professional development
 - Avoid overreliance on one or two sources of information (e.g. use of student assessment results)
 - Guidance for classroom observations e.g. standardized classroom observation tools
 - Capacity development (including guidance and resources)



Teacher appraisal

- Gaining an insight in teachers' "pedagogical knowledge"
- Example: **TALIS teacher knowledge assessment module**



Note: The list of topics in this figure are illustrative examples for the content measured in the assessment. Note that the framework will be revised for the TALIS TKS assessment module.



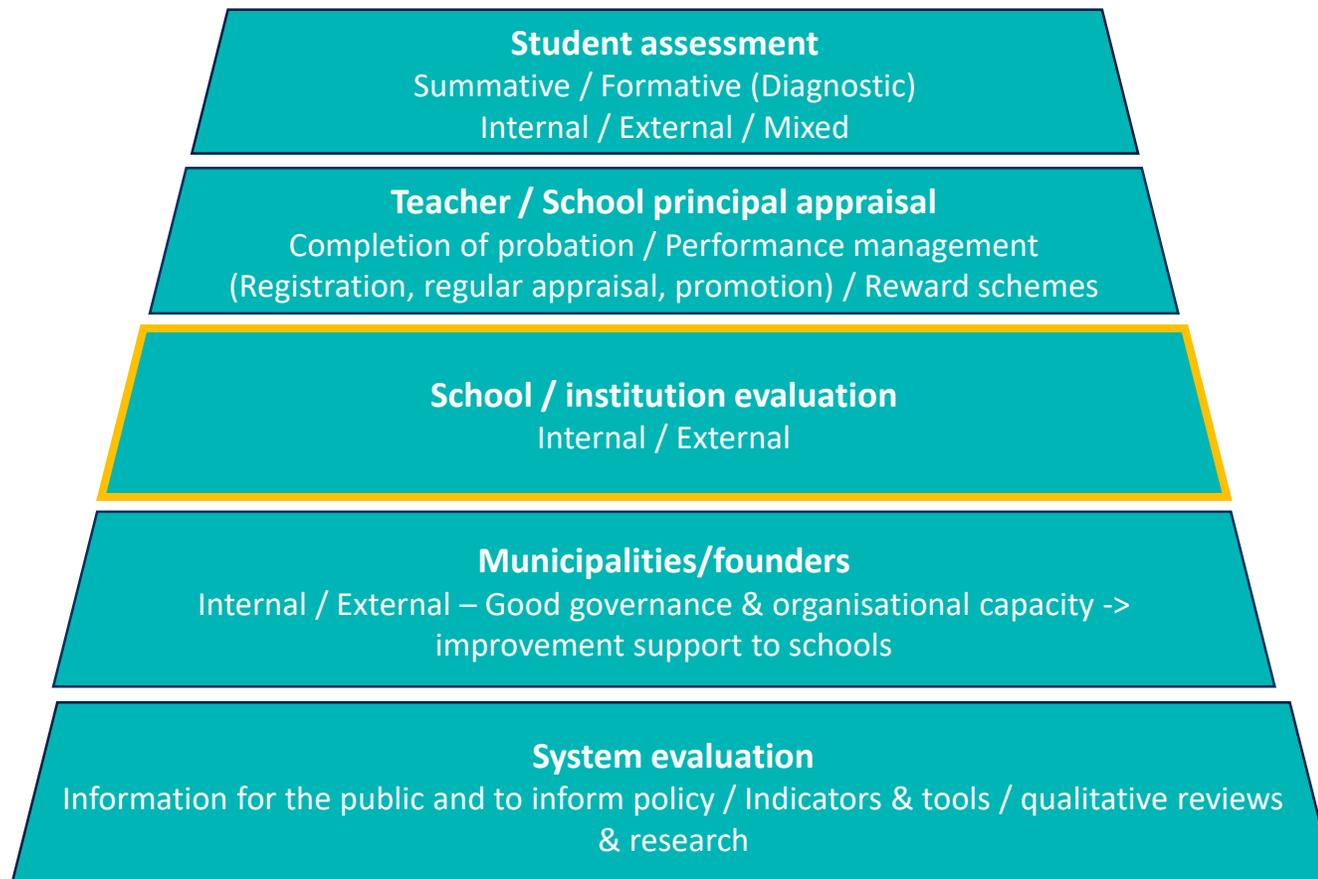
Teacher appraisal

- Gaining an insight in teachers' actual “pedagogical practice”
- Example: **International Comparative Analysis of Learning and Teaching (ICALT) observation instrument** consists of 32 items on observable teaching behaviors across six domains:
 - safe learning climate
 - classroom management
 - clear instruction
 - activating teaching methods
 - learning strategies
 - differentiation
- Observers rate the items on a 4-point scale



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School evaluation

- Almost universal focus in national policy to stimulate school self-evaluation
- In some countries lack of national criteria or standards for school quality to guide school (self- and external) evaluation
 - Common understanding of “What is a good school” (e.g. Scotland, New Zealand, Latvia)
- Focus on change and improvement capacity -> COVID-19 highlighted importance of flexible and adaptive school organisations (i.e. schools as learning organisations)



School evaluation

“Leadership as a key driver of education reform and school improvement”

- Recognition of the pivotal roles of school leaders – and leadership in municipalities / founders
 - Educational leadership, “change agents” and data-informed improvement (e.g. British Columbia, Wales)
 - Promoting a continuous school improvement culture or developing **schools as learning organisations** (e.g. Finland, The Netherlands, Scotland, Wales, Latvia)
- Investing in the capacity for school self-evaluation - **and improvement**
 - Professional development – initial and continuous
 - Peer reviewing
 - Tools and resources, including easy access to data and information on school performance and other measures through ICT (e.g. data visualisation platforms)



School evaluation

- Example: Wales (UK) My Local School

Aberdare Community School

Ref: 6744106



Basic Details
Local Authority: Rhondda Cynon Taf
Type: Secondary (ages 11-19)
Gender Mix: Mixed
Language: English medium
Defining schools according to medium provision

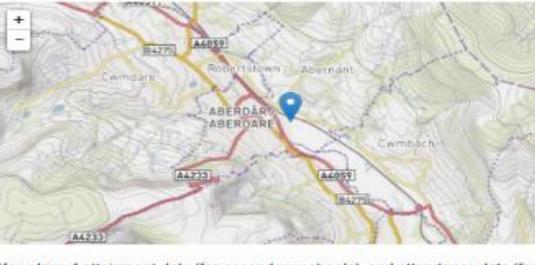
Key stage 4 attainment data (for secondary schools), and attendance data (for all schools) has not been updated since 2019 due to the coronavirus pandemic. See FAQs for more information.

Notes: Amalgamated: 674-4100 Aberdare High School, 674-4101 Aberdare Girls' Comprehensive School & 674-4056 Blaengwawr Comprehensive School into 674-4106 Aberdare Community School on 1/9/2014.

SUMMARY	PUPILS	RESOURCES	ATTAINMENT	BENCHMARKING
1309 Number of Pupils, 2021	29.9% Free school meals (FSM) - 3 year average (Secondary)	18.3 Pupil Teacher Ratio (PTR) (Secondary)		
£4909 School budget per pupil	336.3 Capped 9 points score (interim measures version)	36.3 Literacy points score		
32.8 Science points score	34.5 Welsh Baccalaureate Skills Challenge Certificate points score			

Aberdare Community School

Ref: 6744106



Basic Details
Local Authority: Rhondda Cynon Taf
Type: Secondary (ages 11-19)
Gender Mix: Mixed
Language: English medium
Defining schools according to Welsh medium provision

Contact Details
Ynys Road
Ynys Aberdare
CF44 7RP
01685 888500

External Links
Estyn Report

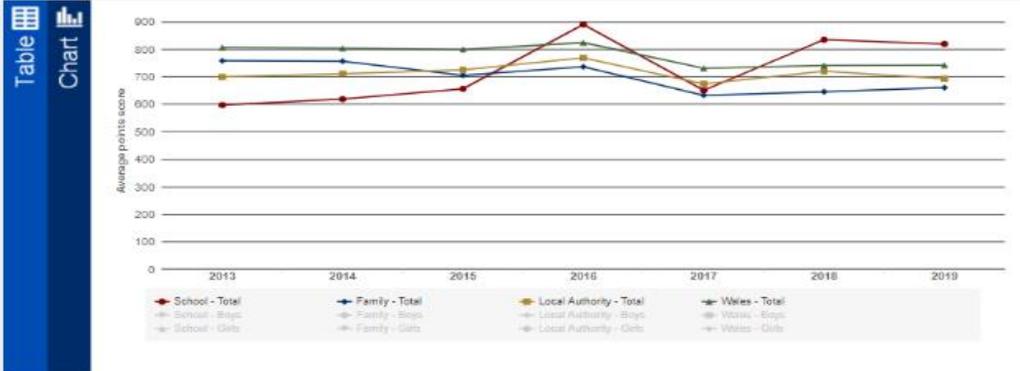
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SUMMARY	PUPILS	RESOURCES	ATTAINMENT	BENCHMARKING	ATTENDANCE	PE & SPORT
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Average points score

The average wider points score for 17 year olds includes all qualifications approved for pre-18 use in Wales.



Year	School - Total	Family - Total	Local Authority - Total	Wales - Total
2013	600	750	700	700
2014	620	720	700	700
2015	650	700	720	700
2016	850	700	750	700
2017	650	650	700	700
2018	850	650	720	700
2019	820	650	700	700



School evaluation

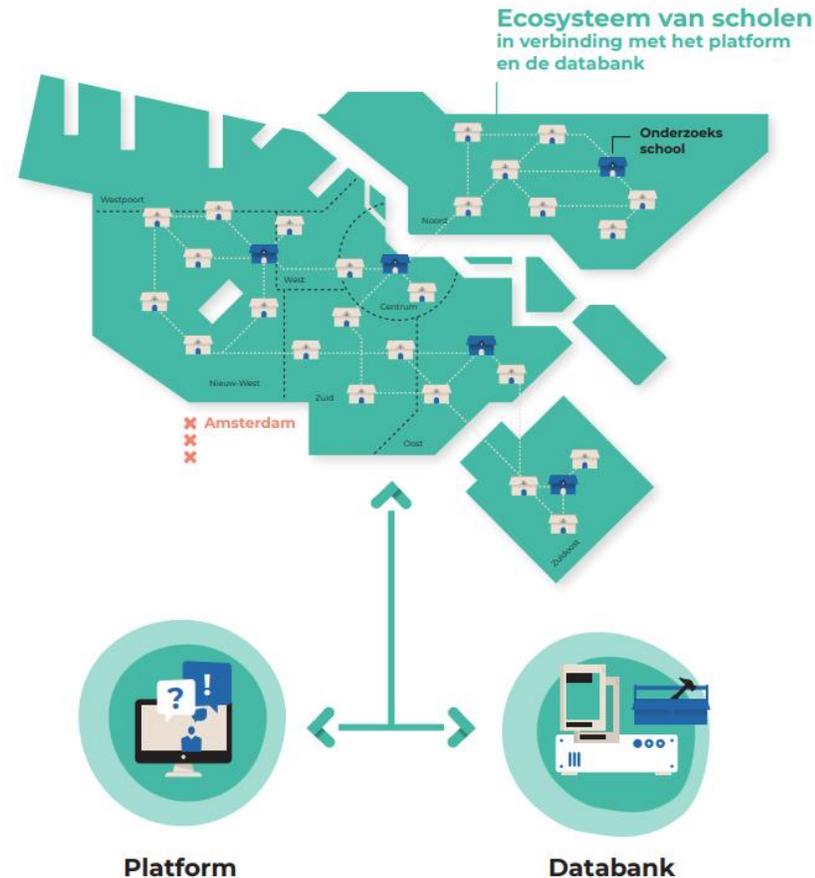
- Increasing recognition of the **pivotal roles of school leaders – and municipalities / founders**
 - Educational leadership, “change agents” and data-informed improvement (e.g. British Columbia, Wales)
 - Promoting a continuous school improvement culture or developing **schools as learning organisations** (e.g. Finland, The Netherlands, Scotland, Wales, Latvia)
- Investing in the capacity for school self-evaluation - **and improvement**
 - Capacity development
 - Data literacy
 - Data teams
 - Easy access to data and information on school performance and other measures through ICT (e.g. data visualisation platforms)



Example: “Developing a knowledge infrastructure for sustainable improvement and innovation of primary education in Amsterdam” project

Knowledge creation – “knowledge labs”:

- Collaboration between schools, teacher training institutions and scientists -> effective practices / “what works”



Creating a knowledge (learning) culture:

- Lectures and inspiration sessions
- Network of schools -> schools as learning organisations
- Ongoing facilitation & capacity development

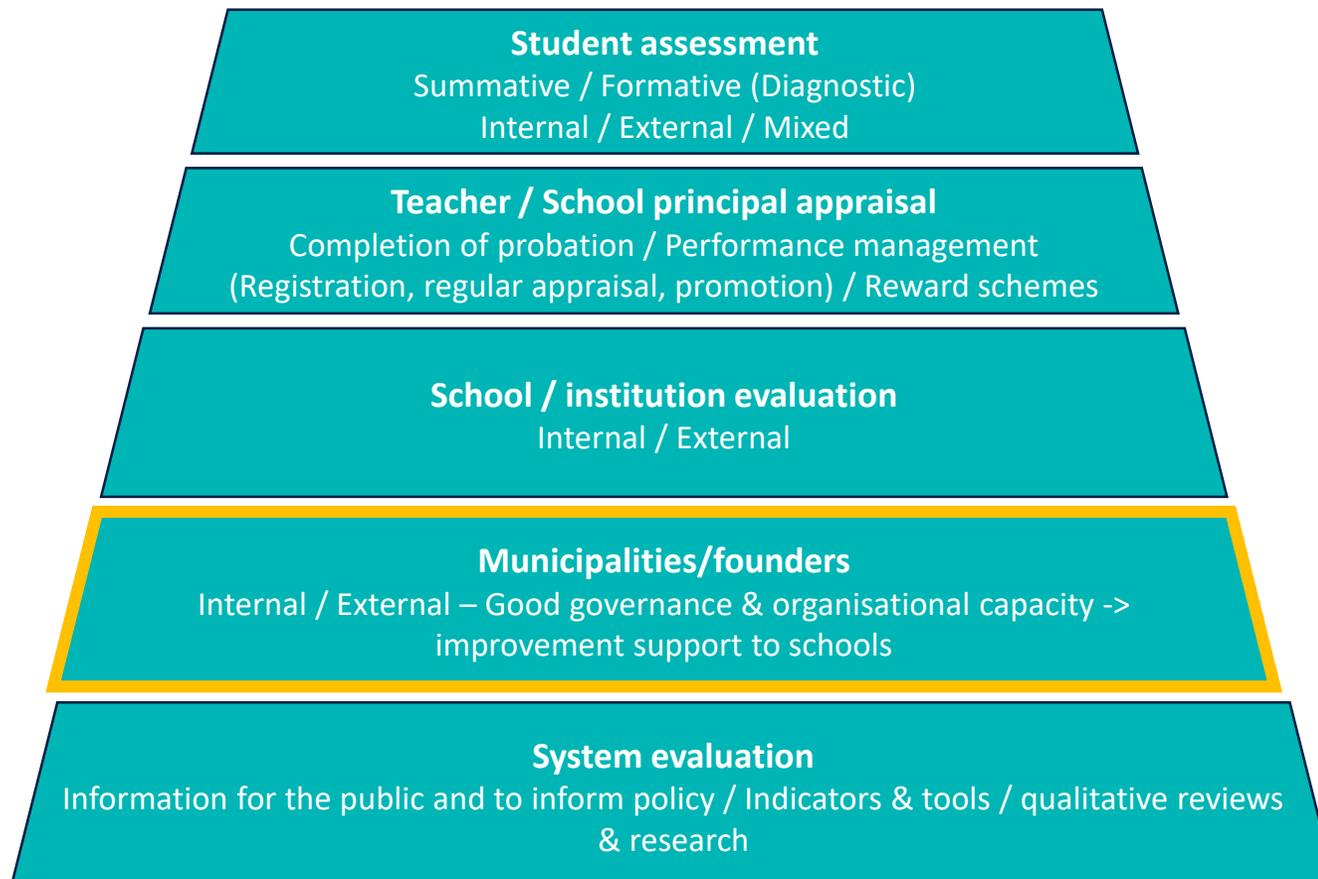
Promoting data & research use:

- Platform: Capacity development on proven effective practices i.e. “what works”
- Database: Resources on proven effective practices (e.g. knowledge cards)



Developing an education quality monitoring system – for improvement

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Municipalities / founders

- Enhancing the school improvement support structure to optimise their capacity for supporting school improvement efforts
 - Wales: Establishment of 4 regional consortia
 - Norway: Regional networks
 - Scotland: Regional school improvement collaboratives
 - Latvia: Municipalities
- Several countries evaluate municipalities or founders to which the schools belong and that are responsible for the quality of education (e.g. Denmark, the Netherlands, Wales)
- Promoting collaboration between municipalities
 - Economies of scale
 - Pooling of resources (HR & financial)



Municipalities / founders

- Tailored support to those schools most in need of support (i.e. technical and/or financial)
- Pivotal role in promoting collaboration and peer learning within and between schools

Weak school



More support

Good/excellent school



No or less support

Municipalities / founders

- Tailored support to those schools most in need of support (i.e. technical and/or financial)
- Pivotal role in promoting collaboration and peer learning within and between schools

Good/excellent
school



Weak schools



Adequate school

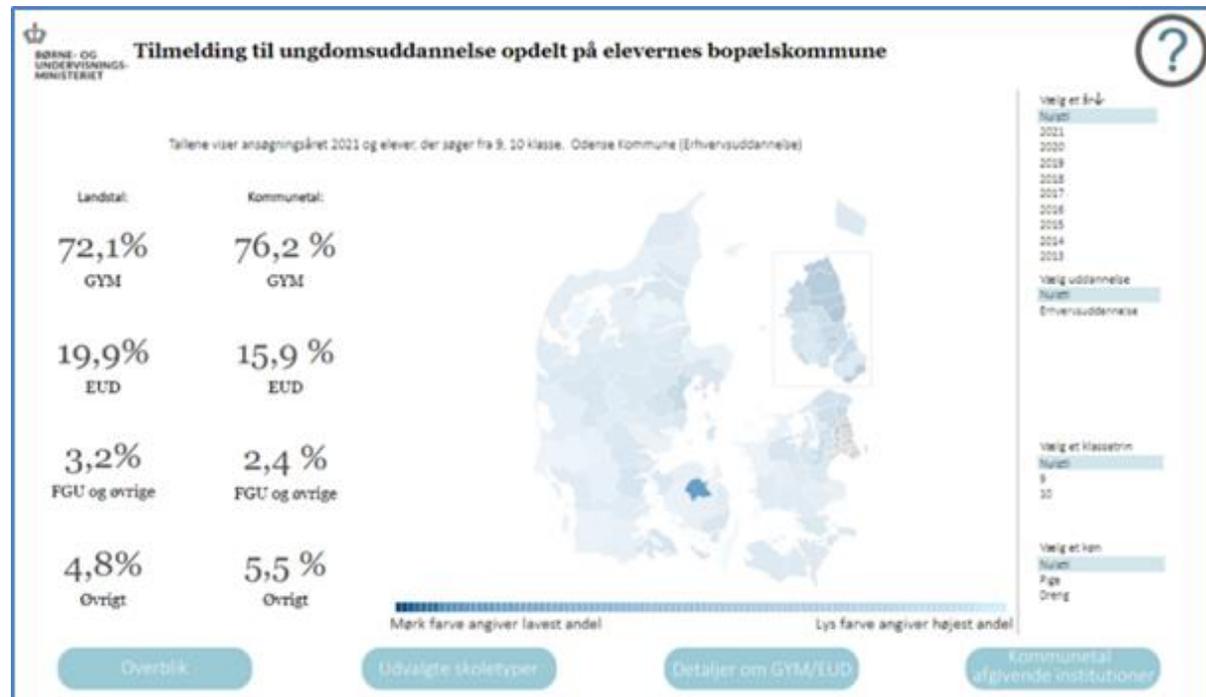




Municipalities / founders

- The importance of guidelines, expertise and tools
 - Process of co-construction -> learn from and build on existing “good practices”
 - Potential of using ICT (e.g. MIS & dashboards, GIS map, other tools) for identifying school strengths and areas for improvement – and provision of targeted support, including through school to collaborations

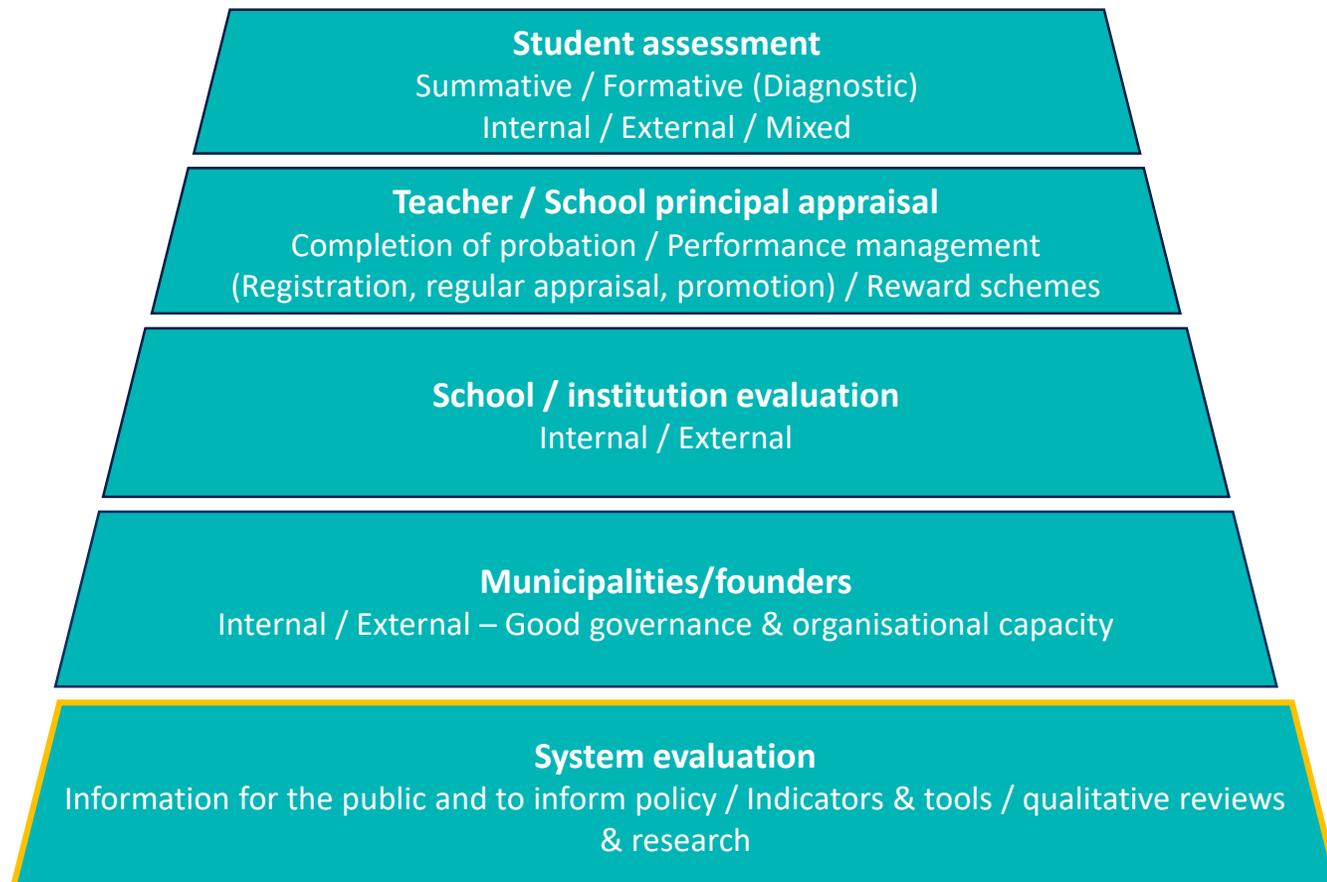
Example: Danish Data Warehouse





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System evaluation

- Develop a national indicator framework that forms an integrated part of the education strategic plans
- Ensure the collection of qualitative information on the education system, including by **complementing data collection with a strong research agenda** that is focused on key priorities (e.g. Norway, Latvia)
- Monitoring changes over time and progress of particular student cohorts -> improvement function
- Strengthen capacity for assessment and evaluation - **and improvement** -> at all levels of the system (school, municipalities/funders, regions, ministry)
- Be cautious off collecting data that is not used
- Ensure effective communication of results – at all levels of the system and stakeholders like parents, students and general public (“open government”)

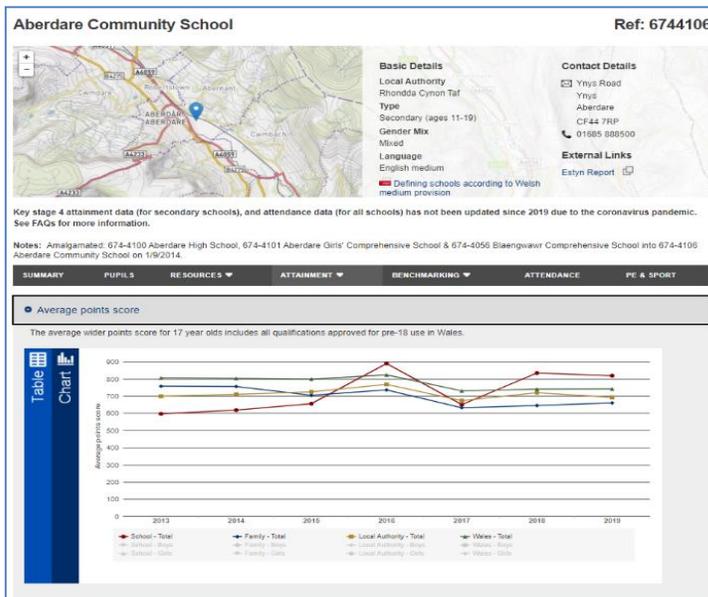




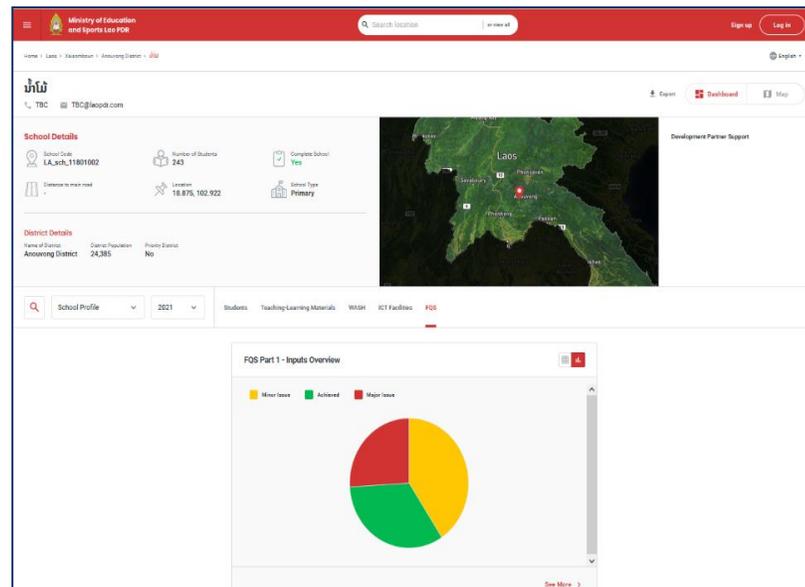
System evaluation

- Utilizing the power of ICTs to aggregate, analyse and visualise data in easy to understand formats → easy access to all key stakeholders
 - Co-construction with “users” (e.g. parents, schools, municipalities, MoES)

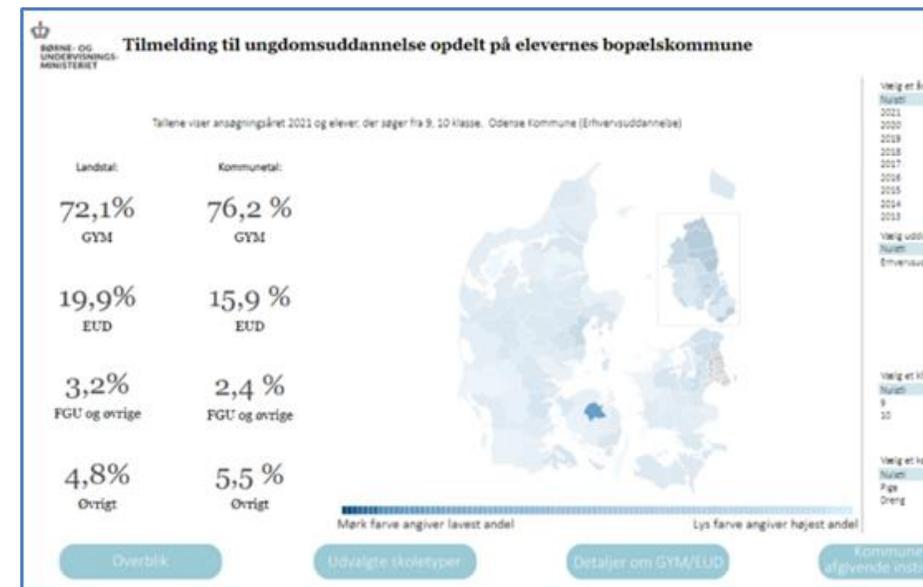
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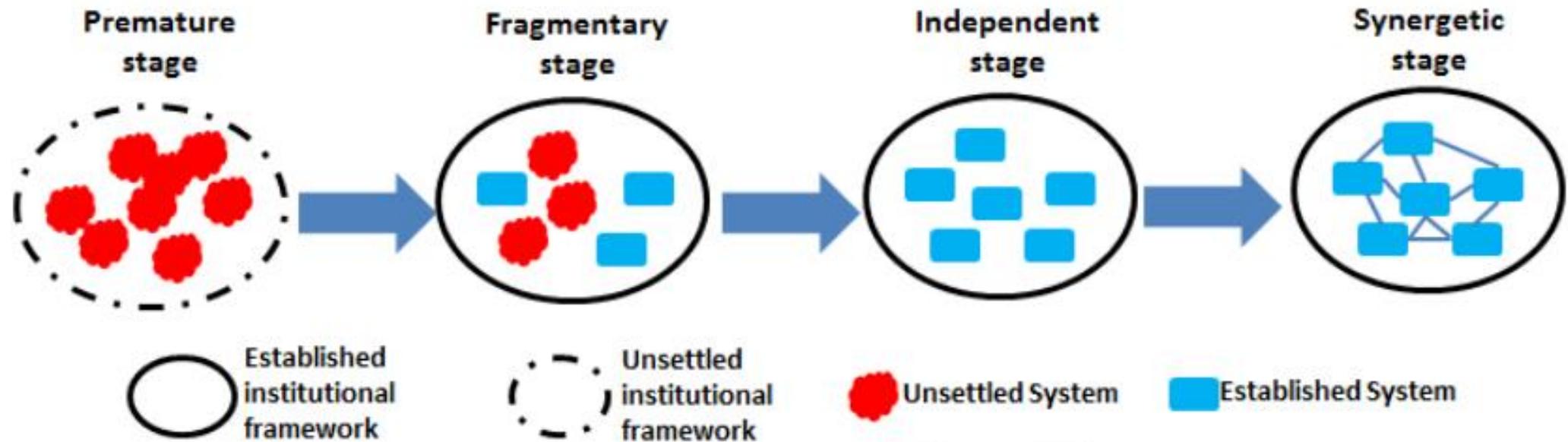
Example: Lao PDR, LESMIS



Example: Danish Data Warehouse



Moving towards a quality education monitoring system - *in Latvia*



Source: UNESCO (2016), Designing effective monitoring and evaluation of education systems for 2030: A global synthesis of policies and practices



Moving towards a quality education monitoring system - in Latvia

THANK YOU!

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